

A STUDY ON READING COMPREHENSION IN ENGLISH OF BOYS AND GIRLS OF VIII CLASS STUDENTS IN RELATION TO SOCIO-ECONOMIC STATUS IN CHITTOOR DISTRICT

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ABSTRACT

The reader is as active in searching for meaning as is the writer in creating written language. The reader uses a number of complex plans (or) strategies. The significant strategies in the reading process involve predicting, confirming and integrating. Reading is concerned not only with what it also but also with how it is end how best it is. It is not simply the comprehension reading on which our focus should lie from literal comprehension are should more critical and then if possible to creative reading. Language is a means of communication through which a child contemplates the past, grasps the present and approaches the future. It plays an important role the mental, emotional and social development of person. English is an easy means of communication in the international arena of life. A sample of 300 VIII class students Government, private and aided schools in Chittoor District.

KEYWORDS: Reading Comprehension in English, Socio-Economic Status, VIII Class, Gender, Management.

Introduction

It was some three hundred and fifty years ago that Francis Bacon wrote "Reading make a full man, conference a ready man writing an exact man". This aphorism still holds good in 1980's also, even though our Technological advances have brought in many new media of communications.

Reading unifies the related language arts of writing, listening, and speaking. What is written is read and what is read is discussed. Reading thus integrates and affects the nature and quality of oral and written language.

Reading permeates curriculum and is a major source of knowledge in every subject field. Therefore instruction in reading becomes as integrated part of instructional experience in every subject.

Reading is an essential aid to personal development and social progress. It is an indispensable factor in modern culture interwoven with work, recreation and other personal and social activities of man and woman.

"Towards the learning society", Is the goal of the educational endeavour of the developing countries and to achieve this goal, attempt should first be made towards a reading society. A reading society can also become a learning society.

Of the three R's of education, reading comes first but receives the least attention. The world is moving towards a reading society and reading ability forms the basis of not only the

general literacy but also the scientific, technological and of late computer literacy. The proliferation of reading materials that come within the easy reach of the readers make it imperative on the part of the readers to develop a skill to shift the corn from the chaff and this skill demands practice in critical reading.

Gerald says that comprehension is brought about by selecting and integrating the outside information with the inside information. This integration of information is developed through elaboration readings and working memory. Context and background experience also help in developing comprehension.

Reading without comprehension may be “barking at the print” (or) looking at some “figural form”. Reading is concerned not only with what it also but also with how it is end how best it is. It is not simply the comprehension reading on which our focus should lie from literal comprehension are should more critical and then if possible to creative reading.

As will be emphasized in this study comprehension ability is basic in all reading. Comprehension depends upon grasping word meanings, groupings words into unitary thought complexes to those sentences, paragraphs. And the skill larger units of material become intelligible. This involves grasping the relation between the words in sentences between sentences in paragraphs and between paragraphs in larger wholes.

Reading Comprehension

Comprehension means the intelligent grasp of the situation at hand. Comprehension literally means holding together thus reading comprehension means that the reader holds together in this mind the elements of meaning coded by a writer into print.

Comprehension and Study Skills

In addition to the basic understandings, the skilled reader has at this command a number of more complex comprehension and study skills to the various purpose for which a pupil reads, he will read as the occasion arises, to skim to read for merely the main data to follow and anticipate a sequence of events, to read to grasp relevant details to read t follow directions (or) to draw conclusions (or) to evaluate critically. He will also make use of such study skills as remembering what is read locating information and organizing and summarizing materials.

Comprehension Skills

Reading comprehension involves two distinct but, related abilities viz. Reading and comprehension. Mechanics of reading comprises pronunciation with stress and intonation as also punctuation, speed and reading with expression. Separate materials are required to test the development of their abilities.

Comprehension understands the meaning of a given material both at a surface level and at a deeper level so as to inspire the reader to read and understand his own. For promoting reading comprehension the pupils ma be allowed to read the given materials or passage or stories in the given period later to find out how far they have understand, some comprehension tests should be provided.

The skill involved in reading comprehension are numerous and interrelated. Understanding of this interrelationship is needed for intelligent guidance of the pupil through the successive stage of reading growth.

The inter related are

- Comprehension and word recognition.
- Comprehension and sex retention.
- Comprehension and rate of reading.
- Comprehension and skill in suing reference material.

Reading - Types of Reading & Reading Models

With the astronomical speed with which knowledge expands, particularly in the second half of the present century an ability to read and understand has become the “sine quo non” for anyone who wants to keep himself abreast with latest knowledge in the field of one’s specialization “Reading make a full man” the proliferation of written material available in a subject on a topic, has forced the readers to intelligently skim, skip and get to the care as quickly and correctly as possible. It is not mere reading the lines, what we require today are reading between the lines and beyond the lines.

Learning to read is life long process that cannot be completely mastered by the end of the elementary school. It is no longer confined to the elementary school. It has widened to include all educational levels.

Traditional reading begins with oral reading. Modern methods or teaching emphasize comprehension though silent reading. Reading may be considered as:

- Receiving communications
- Making discriminative responses to graphic symbols.
- Decoding graphic skills to speech, and getting meaning from the printed page.
- Three phases of learning are considered as
- Ability to differentiate graphic symbols
- Ability to decode letters to sounds, and
- Ability to use progressively higher order units of structure
- The development reading has two main areas:-
- Skills in mechanism (or) reading, and

Skills in Reading Comprehension

The mechanism of reading includes certain skills of words recognition among which are the acquisition of right vocabulary, structural analysis and development of speed reading suited to different purposes and different reading material.

Tracer point out that vocabulary is especially important in reading and for that reason an increase in reading comprehension will be largely dependent on increase in vocabulary. Clearly related to the word recognition skill is wide large of skills related to reading. Word recognition and comprehension cover wide range of skills and these two skills represent the basic tools to be utilized in two broad types of reading, functional and recreational reading each requiring competence in certain additional techniques. Functional reading requires study skills where as recreational reading necessitates interest of reading.

Types of Reading

Reading is tool of learning. It increases our general knowledge and widens our mental horizon. Like listening, It is a decoding process. It is a very complex process and involves many physical, intellectual and emotional reactions. Further it entails the ability to recognize graphic symbols and their corresponding vocal sounds. It consists of three important components (a) recognition of the graphic marks (b) correlation of these with formal linguistic elements and (c) correlation of these with meaning.

These are mainly six types of Reading, They are

- ❖ Loud reading
- ❖ Silent reading
- ❖ Intensive reading

- ❖ Extensive reading
- ❖ Supplementary
- ❖ Library reading

Understanding the Reading Process

Man communication through symbols. Spoken language is a complex set of symbols consisting of various combinations of speech symbols. Any representation perceptible to the senses may serve as symbol. In reading we employ visual symbol. Since the sounds themselves are symbols of meaning. This process of reading involves are of skills ranging from auditors and visual discrimination to such higher order mental activities as organizing idea. Making generalization and drawing inferences. Reading is not a general unitary ability. It consists of a group of activity skills and mental processes which are interwoven together. It involves the recognition of the important elements of meaning in their essential relative, including accuracy and competence in comprehension.

There is no denying the fact that reading is the most fundamental subject of the elementary school curriculum. Success in this subject conditions to a great extent progress in all other subjects reading to a great extent progress in all other subjects of the young learner is the process of connecting written (or) printed symbols with certain sounds. These sounds are nothing but words. The first is connecting words with their spoken and second is getting meaning from the printed (or) written word.

Review of Literature

Vijaya Niramala, D. (2012) studied that Management, Caste, Mother education, Size of the family, Mother occupation and Age have significant influence on the reading comprehension of secondary school students.

Upendhar Reddy, S. (2013) studied that gender, management, caste, mother education, father occupation, academic achievement, residence, mother occupation and age has significant influence on the reading comprehension of viii class students.

Naga Raju Avula (2014) inferred that Gender, Management, Father occupation, Annual income, Academic achievement and Mother occupation have significant influence on the reading comprehension of IX class students.

Scope of the Study

The main intention of the present study is to find the relation of Reading comprehension boys and girls in English of VIII class students their socio-economic status, Gender, and Management.

Objective of the Study

1. To study the impact of gender on reading comprehension in English of boys and girls of VIII class students.
2. To study the influence of management on reading comprehension in English of boys and girls of VIII class students.
3. To study the relationship of Socio-Economic status on reading comprehension in English of boys and girls of VIII class students.

Hypotheses of the study

1. There would be no significant impact of “gender” on the Reading comprehension in English of boys and girls of VIII class students.

2. There would be no significant impact of “management” on the Reading comprehension in English of boys and girls of VIII class students.
3. There would be no significant impact of “Socio-Economic status” on the Reading comprehension in English of boys and girls of VIII class students.

Tools for the Study

1. The attitude towards Reading comprehension in English test was developed by Shoban Babu, K (2009) was adopted. The tool was highly reliable for the investigation. The total items are 100 (Vocabulary 50 marks and Comprehension 50 marks with ten passages). The scoring key was prepared by the author is employed. For every correct answer one mark was given.
2. The Socio-Economic status scale (SES) for rural and urban areas was constructed by Aaron, P. G., Marihal, V.G and Malthisia, R.N., and published in the year 1970. For the present study this common SES scale is adopted. The scoring key is prepared by authors' is employed. There are five categories, viz, occupation of father, father's education, material position, house, shirts or blouses in Socio-Economic survey index. The subject is given a score under each of these categories so that the final SES index is the total of these scores. Only the maximum score is consider under each category. The score course depends upon the weightage of the item.
3. Personal data regarding the student – 1. Gender and 2. Management

Data Collection

The sample for the investigation consisted of 300 VIII class students in Chittoor district. The stratified random sampling was applied in two stages. The first stage is gender i.e. boys and girls , the second stage is locality i.e rural and urban and the third stage is management i.e. Government, Private and aided. It is a 2X2X3 factorial design with 300 sample subjects. The investigator personally visited secondary schools with the permission of the head masters of the schools. The VIII class students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned VIII class students of the schools. The VIII class students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The Reading comprehension in English test, socio-economic status scale and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ‘F’ and ‘t’ – tests was employed to test hypothesis.

Results and Discussion

Gender

The relationship of reading comprehension in English of VIII class students with their gender is studied in the present investigation. On the basis of gender, the VIII class students divided into two groups. The boys students form with the Group – I and Group – II forms with the girls students. The reading comprehension in English of VIII class students of the two groups were analyzed accordingly. The reading comprehension in English of VIII class students for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis - 1

There would be no significant impact of 'gender' on the reading comprehension in English of boys and girls of VIII class students.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table - 1**.

Table - 1
Influence of gender on the reading comprehension in English of boys and girls of VIII class students

S. No.	Gender	N	Mean	S.D.	't' - Test
.	Boys	150	45.40	17.31	1.991*
.	Girls	150	42.71	9.75	

* Indicates significant at 0.05 level

It is found from the Table - 1 that the computed value of 't' (1.991) is greater than the critical value of 't' (1.97) for 1 and 298 df at 0.05 level of significance. Hence the Hypothesis - 1 is rejected at 0.05 level. Therefore it is concluded that the gender has significant influence on the reading comprehension in English of boys and girls of VIII class students.

Management

The relationship of reading comprehension in English of boys and girls of VIII class students with their management is studied in the present investigation. On the basis of management, the VIII class students are divided into three groups. The Government school students form with the Group - I, Group - II forms with the Private school students and Group - III forms with the Aided students. The corresponding reading comprehension in English of VIII class students of the three groups were analyzed accordingly. The mean values of reading comprehension in English of VIII class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis - 2

There would be no significant impact of 'management' on the reading comprehension in English of boys and girls of VIII class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table - 2**.

Table - 2
Influence of management on the reading comprehension in English of boys and girls of VIII class students

S. No.	Management	N	Mean	S.D.	'F' - Test
.	Government	100	49.81	14.96	13.460**
.	Private	100	41.22	13.56	
.	Aided	100	41.14	11.83	

** Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of 'F' (13.460) is greater than the critical value of 'f' (4.68) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the management has significant influence on the reading comprehension in English of boys and girls of VIII class students.

Socio-Economic Status

The distribution characteristics of Socio-Economic status score for the whole group are N=300, Q1=up to 20, Q2=21-55 and Q3=above 55.

The relationship on the reading comprehension in English of boys and girls of VIII class students with their Socio-Economic status scores, the VIII class students are divided into 3 groups using quartile values. The students whose Socio-Economic status score is up to Q1 value forms with Group1, Group2, forms with above Q1 and Up to Q3 value and Group3 forms with above Q3 value. The corresponding reading comprehension in English of boys and girls of VIII class students of the three groups were analysed accordingly. The mean value of reading comprehension in English of boys and girls of VIII class students scores for the three groups were tested for significance by employing one way ANNOVA technique. The following hypothesis is framed.

Hypothesis – 3

There would be no significant impact of 'Socio-Economic status' on the reading comprehension in English of boys and girls of VIII class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table - 3**.

Table - 3
Influence of Socio-Economic status on the reading comprehension in English of boys and girls of VIII class students

S. No.	Socio-Economic status	N	Mean	S.D.	'F' - Test
1.	Group – I	93	38.16	3.61	18.800**
2.	Group – II	67	42.18	1.85	
3.	Group – III	140	48.87	3.73	

** Indicates significant at 0.01 level

It is found from the Table – 3 that the computed value of 'F' (18.800) greater than the critical value of 'F' (4.680) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 3 is rejected at 0.01 level. Therefore it is concluded that the Socio-Economic status has significant influence on the reading comprehension in English of boys and girls of VIII class students.

Findings: There is significant influence of gender at 0.05 level of significance on the Reading comprehension in English of boys and girls of VIII class students. There is significant influence of management and Socio-Economic status at 0.01 level of significance on the Reading comprehension in English of boys and girls of VIII class students.

Conclusions: In the light of the findings, the following conclusions are drawn. gender, management and Socio-Economic status have significant influence on the Reading comprehension in English of boys and girls of VIII class students.

Educational Implications

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their Reading comprehension in English of boys and girls of VIII class students.

1. Gender is influence on the reading comprehension of boys and girls VIII class students.
2. Management is highly influence on the reading comprehension of boys and girls VIII class students. Government students are better reading comprehension in English than aided students. The administrators to provide facilities for aided students.
3. Socio-Economic status was positively correlated with reading comprehension of boys and girls VIII class students. Government has to take necessary steps for give scholarships and hostel facilities may be provided to the poor students on the basis of Socio-Economic status of the family.

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